

number of preproposals that may be submitted by an institution, the Director shall allow the subsequent submission of a full proposal based on each preproposal that is determined to have merit following the Foundation's merit review process.

(2) **REVIEW AND ASSESSMENT OF POLICIES.**—The Board shall review and assess the effects on institutions of higher education of the policies of the Foundation regarding the imposition of limitations on the number of proposals that may be submitted by a single institution for programs supported by the Foundation. The Board shall determine whether current policies are well justified and appropriate for the types of programs that limit the number of proposal submissions. Not later than 1 year after the date of enactment of this Act, the Board shall summarize its findings and any recommendations regarding changes to the current policy on the restriction of proposal submissions in a report to the Committee on Science and Technology of the House of Representatives and to the Committee on Commerce, Science, and Transportation and the Committee on Health, Education, Labor, and Pensions of the Senate.

(g) **RESEARCH EXPERIENCES FOR UNDERGRADUATES.**—The Director shall increase funding for the Research Experiences for Undergraduates program in proportion to the increase in the total amount appropriated to the Foundation for research and related activities in any year for which appropriations are authorized by this Act.

AMENDMENT NO. 1 OFFERED BY MR. HONDA

Mr. HONDA. Mr. Chairman, I offer an amendment.

The CHAIRMAN. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 1 offered by Mr. HONDA:

At the end of section 3, add the following new subsection:

(h) **GLOBAL WARMING EDUCATION.**—

(1) **INFORMAL EDUCATION.**—As part of Informal Science Education activities, the Director shall support activities to create informal educational materials, exhibits, and multimedia presentations relevant to global warming, climate science, and greenhouse gas reduction strategies.

(2) **K-12 INSTRUCTIONAL MATERIALS.**—As part of Discovery Research K-12 activities, the Director shall support the development of K-12 educational materials relevant to global warming, climate science, and greenhouse gas reduction strategies.

Mr. HONDA. Mr. Chairman, I would like to thank Chairman GORDON and Chairman BAIRD for the support of my amendment, and the Science Committee staff for their assistance in putting this amendment together.

I would also like to thank the chairman and ranking member for their excellent work on the National Science Foundation Authorization Act of 2007. I strongly support the work of the National Science Foundation, and as a co-sponsor of this legislation, I urge my colleagues to support this passage.

Some years ago, I was a high school science teacher, and I clearly remember my students stopping me during one of my favorite lessons to ask the timeless question, why do I need to know this? Science is difficult. Global warming is hard to understand also. Some people are asking, why do I need to know this? Hundreds of years ago, Galileo and Sir Isaac Newton made remarkable discoveries about gravity and

the behavior of falling objects, but to this day, most people couldn't explain the law of gravity or what determines the speed of a falling object if they had to. Most of the time people can go on with their lives, their everyday lives, without understanding scientific concepts, suffering no ill effects. You don't need to understand gravity to keep from falling. You don't need to understand your lungs in order to breathe. But global warming presents a new kind of a problem.

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The understanding of global warming will play a significant role in our ability to actually address the problem. And, we don't have much time. Global warming will cause significant impacts, including shifting weather patterns, drought, rising sea levels, and disrupted wildlife migration patterns.

Nearly every point on the globe is getting warmer, and the debate is no longer if, but when, these changes will occur.

These threats are the most natural consequences of a worldwide overreliance on fossil fuels and destructive, wasteful use of resources. We have lived on the earth, but we have not yet learned to live with the earth.

But we can't just give in to the fear and the sense of helplessness. We can turn the tide of global warming if we have the knowledge. That is why we need to know this.

My amendment will allow the National Science Foundation to support the creation of K-12 science curriculum, informal education materials, exhibits, and multi-media relevant to global warming, climate science, and greenhouse reduction strategies.

The education provided by this amendment will help people of all ages and backgrounds to make choices in their daily lives and in their communities to stop global warming. They will learn about the complex interrelationships between natural cycles and human activity. They will understand how their own actions and their own informed choices can heal the earth. This amendment by itself is, however, not the answer. A comprehensive and sustainable energy and environmental policy will require the expanded use of green energy such as solar, wind, and geothermal. We will also need to continue to find ways to reduce carbon dioxide emissions from transportation, from industry, and energy production. We need to increase the efficiency of energy use and transmissions, especially in buildings. We need to change much more than just our light bulbs. But people need to know why we need these things, and this amendment provides for that.

I urge my colleagues to support my amendment.

AMENDMENT OFFERED BY MR. SULLIVAN TO

AMENDMENT NO. 1 OFFERED BY MR. HONDA

Mr. SULLIVAN. Mr. Chairman, I offer an amendment to the amendment.

The Clerk read as follows:

Amendment offered by Mr. SULLIVAN to the amendment offered by Mr. HONDA:

At the end of paragraph (1), insert the following: "Such materials, exhibits, and multimedia presentations shall reflect the diversity of scientific opinion, including the diversity of opinion regarding the impact of human activities on climate change, and shall also reflect the impact of greenhouse gas reduction strategies on developing nations, United States energy security, United States energy costs, the global and United States economy, low income and middle class individuals, and those on fixed incomes."

At the end of paragraph (2), insert the following: "Such materials, exhibits, and multimedia presentations shall reflect the diversity of scientific opinion, including the diversity of opinion regarding the impact of human activities on climate change, and shall also reflect the impact of greenhouse gas reduction strategies on developing nations, United States energy security, United States energy costs, the global and United States economy, low income and middle class individuals, and those on fixed incomes."

Mr. BAIRD. Mr. Chairman, I wish to reserve a point of order on this particular amendment.

The CHAIRMAN. The point of order is reserved.

Mr. SULLIVAN. Mr. Chairman, I believe Mr. HONDA is right on track with this amendment. However, I believe my amendment will strengthen his amendment.

Simply, my amendment ensures that children are educated on all aspects of global climate change, from global warming, climate science, and greenhouse gas reduction, to human activities on climate change, and the impact of greenhouse gas reduction strategies on developing nations, U.S. energy security, U.S. energy costs, and the global and U.S. economies.

The decisions we make today in this Congress will not only affect our children but will affect many generations to come. As the father of four children, I feel it is imperative that they know all the viewpoints on an issue so that they can make an educated decision. It is important that they obtain knowledge through schools and their parents to make informed decisions, especially when those decisions will affect the environment and the economy.

Our children are our country's future. What a bright future they have ahead of them. Every time I look at my four children, I think of the tough choices they will have to make on the road ahead, and hope that my wife and I have taught them to make the best decisions possible. I know that, between the education they receive at home and the education they receive at school, they will be well equipped to face the important choices later on in life.

It is important to me that the science education they receive in school reflect the diversity of scientific viewpoints on this very important issue. This is something my friends on the other side of the aisle have long advocated for and something my amendment achieves.